

Support for Principals and the Role of the Principal Supervisor

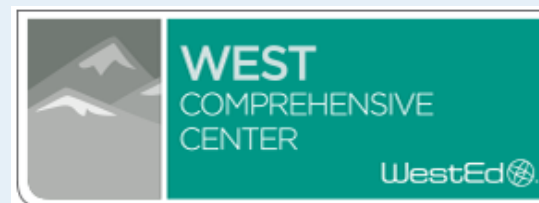
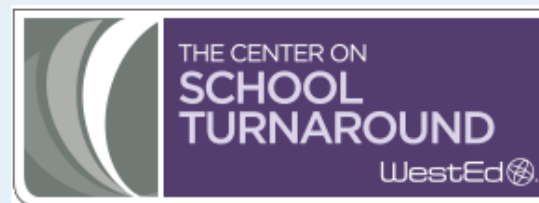
McKell Withers, The Reasonable Principle/Principal

May 11–12, 2017

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research ■



NORTHEAST COMPREHENSIVE CENTER



Session Agenda

- Context for Principal Supervisors
- Table Group Discussion and Sharing
- Selection, Roles and Responsibilities, Support, and Evaluation of Principal Supervisors
- Strategies in Action (table group work)
- Questions and Answers
- Connect and Reflect: Apply Learning to Your Action Plans

Principals and Supervisors Lead and Learn Together (It Takes a Village)

Leaders/Learners/Learning

- Background and experience
- Collaborative partnerships
- 2017–18 goals and expectations
- Mentoring and support

Changing Context? (1917/2017)

Changing Context

(Change in Role of Principal)

← Disciplinary and Manager →

Task diversification and distribution

Isolated

Community Engaged

Instructional Leader

Workforce diversity

Changing Context

- Technology, social media, and the flat world
- Federal accountability (the Elementary and Secondary Education Act, No Child Left Behind, and the Every Student Succeeds Act)
- State accountability (past, present, and future)
- District support and accountability (evaluation systems)
- Data sources (uses, misuses, and responsibilities)

Proactive, Productive, and Collaborative

Proactive, Productive, and Collaborative: Understanding the Gaps (challenges)

- Achievement and ability (individual)
- Experience and support (family)
- Opportunities and expectations (school)
- Priorities and commitment (community)

Proactive, Productive, and Collaborative

- **High-Quality Principal Pipeline:** rigorous job requirements, high-quality training, selective hiring, and on-the-job evaluation and support
- **High-Quality Principal Supervisor:** focus on instruction, building trust (coach versus boss), measuring success, “the keepers and executors of the vision”

Table Group Discussion and Sharing

What Do You Currently Have in Place?

- How do you select, evaluate, and support principal supervisors?
- What are the roles and responsibilities of principal supervisors in your setting?
- What professional development do you provide to support principal supervisors?

Selection, Roles and Responsibilities, Support, and Evaluation of Principal Supervisors

Selection of Principal Supervisors

Considerations:

- Track record as an effective school leader
- Measurable student achievement gains
- Ability to build relationships
- Strong instructional background
- Other

Source: Council of the Great City Schools (2013).
Re-thinking leadership: the changing role of principal supervisors.
[The Wallace Foundation]. New York, NY.

Roles & Responsibilities of Supervisors

Most Common:

- Discuss and analyze student performance data with principals
- Conduct classroom visits with principals
- Discuss principal's performance
- Discuss and analyze teacher performance with principals
- Assist principal in responding to parent/community issues

Other:

- Facilitate professional development
- Engage in teacher evaluations/observations
- Broker central office resources

Source: Council of the Great City Schools (2013).
Re-thinking leadership: the changing role of principal supervisors.
[The Wallace Foundation]. New York, NY.

Support: Mentoring v. Coaching

- Supervisor Knowledge and Credibility
- Trust and Communication
- When/How to Mentor
- When/How to Coach
- When/How to Intervene

Support: Professional Development

- Review school (student) performance data.
- Observe classrooms with a focus on student learning and student work.
- Understand the shift in reading and writing expectations and instruction resulting from the new academic standards.
- Use student performance data to improve classroom instruction.
- Conduct principal evaluations.
- Understand the shift in mathematics expectations and instruction resulting from the new academic standards.

Source: Council of the Great City Schools (2013).

Evaluation of Principal Supervisors

- School performance gains
 - Student achievement
 - Student attendance
 - Graduation rates
 - Suspension rates
- Demonstrated leadership
- Stakeholder feedback (formal or informal)

Strategies in Action (Table Group Work)

Strategies in Action

- Each table group will be assigned a reading from *Re-thinking Leadership: The Changing Role of Principal Supervisors*:
 - Charlotte Mecklenburg Schools (pp. 12–13)
 - Denver Public Schools (pp. 13–14)
 - Gwinnett County Schools (p. 15)
 - Hillsborough County Public Schools (p. 16)
 - New York City Department of Education (pp. 17–18)
 - Prince George’s County Public Schools (pp. 18–19)
- Identify the information requested on the following slide for the assigned district reading and transfer to flipchart paper.
- Share highlights from your reading with the whole group.

Name of District:

- **Selection:** How does this district select principal supervisors?
- **Roles and Responsibilities:** What are the roles and responsibilities of principal supervisors in this district?
- **Support and Professional Development:** How does this district support and train principal supervisors?
- **Evaluation:** How does this district evaluate principal supervisors?
- **Unique Features:** What unique features did you notice about how this district manages principal supervisors?

Your Progress and Plan (Discussion)

- Perceived obstacles in your work
- Framework for your plan
- Support you will need
- Other

Questions?



TALENT FOR TURNAROUND

EQUITABLE ACCESS | SCHOOL IMPROVEMENT

Collective Expectations

As an Educator/Leader

Reasonable

Approachable

Thoughtful

Purposeful

Trusted

Engaged

As a School Community

Welcoming

Safe

Clear priorities

High expectations

Work aligned

Responsive

Connect and Reflect: Applying Learning to Action Plans

Closing Thoughts

“If you can dream it, you can do it.” —Walt Disney

“Love is the only force capable of transforming an enemy to a friend.” —Martin Luther King Jr.

“We must become the change we want to see in the world.” —Mahatma Gandhi

References

Council of the Great City Schools. (2013). *Re-thinking leadership: The changing role of principal supervisors*. New York, NY: The Wallace Foundation. Retrieved from <http://wallacefoundation.org/knowledge-center/Documents/Rethinking-Leadership-The-Changing-Role-of-Principal-Supervisors.pdf>

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